

“It’s News to Me!”
Teaching with Colorado’s Historic Newspaper Collection
Model Lesson Format

Fill out the list of the components to be included in a lesson using primary source materials that is aligned to Colorado Model Content Standards.

Lesson Title:

My Magnificent Colorado Adventure: A Scrapbook of My Historical Virtual Vacation

Subject and Grade Level:

4th Grade Colorado History/ Library Skills

Focus of Lesson: A brief explanation of what students are to learn in this lesson (content and/or skills). What is the purpose of the lesson?

Using *Margaret’s Magnificent Colorado Adventure* by Julie Danneberg (1999) as the inspiration for this project, students will learn the basic procedures of how to search Colorado’s Historic Newspaper Collection to create their own scrapbooks of an historical Colorado virtual vacation.

Standards Assessed: Which standards will you be assessing in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Standard 1: The information literate student accesses information efficiently and effectively.

Standard 2: The information literate student evaluates information critically and competently.

Standard 3: The information literate student uses information accurately and creatively.

Standard 4: The information literate student is an independent learner who pursues information related to personal interests. *STANDARD 5* The information literate student is an independent learner who appreciates literature and other creative expressions of information.

Standard 6: The information literate student is an independent learner who strives for excellence in information seeking and knowledge generation.

Standard 7: The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a

democratic society.

Standard 8: The information literate student contributes positively to the learning community and to society and practices ethical behavior in regard to information and information technology.

Standard 9: The information literate student contributes positively to the learning community and to society and participates effectively in groups to pursue and generate information.

Assessment: Explain the assessment. (Include the formal 'assessment assignment' and any forms, worksheets, etc. in the Materials Section)

Because this assignment is designed to be a media center “library skills” activity, the assessment will directly focus on the Information Literacy Standards. See the “My Magnificent Colorado Adventure Grading Assessment” for details.

Standards Addressed: Which standards will you be addressing (but not assessing) in this lesson? Identify the content area, the standard number and any key components or benchmarks that are applicable.

Geography Standard 2: Students know the physical and human characteristics of places and use this knowledge to define and study regions and their patterns of change.

Geography Standard 6: Students apply knowledge of people, places, and environments to understand the past and present and to plan for the future.

History Standard 2: Students know how to use the processes and resources of historical inquiry.

History Standard 3: Students understand that societies are diverse and have changed over time.

Reading and Writing Standard 1: Students read and understand a variety of materials

Reading and Writing Standard 4: Students apply thinking skills to their reading, writing, speaking, listening, and viewing.

Reading and Writing Standard 5: Students read to locate, select, and make use of relevant information from a variety of media, reference, and technical sources.

Reading and Writing Standard 6: Students read and recognize literature as a record of human experience.

Time: The number of class periods required for the lesson as well as the length of class period.

Five 60-minute class periods

Materials / Teacher Preparation Section: List the technology, handouts, chart paper, text resources, etc. needed to complete the lesson. Include what you need to do to prepare ahead of time for your students to complete the lesson.

1. A picture book for inspiration. Try either *My Magnificent Colorado Adventure* by Julie Danneberg or *Colorado 1870-2000* by W.H. Jackson and John Fielder.
2. Computer lab with internet access and printer
3. Computer with internet access and multimedia projector for group demonstration
4. White board or chart paper for brainstorming list of Colorado places
5. Colored paper, markers, colored pencils, etc. for scrapbooks
6. Copies of the following “My Magnificent Colorado Adventure” handouts:
 - Making a Scrapbook of my Virtual Visit
 - How to search Colorado’s Historic Newspaper Collection
 - Sources
 - Assessment Rubric

Possible Procedures: Enumerate the procedure teachers can follow to teach the lesson to students. Provide the URL for the digital primary sources that you will use.

Please note: This lesson is designed to be completed in the media center during a library skills rotation class with 4th grade students. However, it could be adapted to be used in a regular classroom or with older students. *Colorado: 1870 – 2000* by W.H. Jackson and John Fielder is another great model resource for this lesson.

Day 1

1. Read to students *Margaret's Magnificent Colorado Adventure* by Julie Danneberg. As you read, ask students to talk about the format of the book. What have the author and illustrator included in the scrapbook that makes it interesting and informative?
2. Use guided questions and observations to help students notice how Margaret's vacation scrapbook includes funny things that happen to her, as well as interesting true facts that she learns. Notice how Margaret includes in her scrapbook her own drawings, postcards, and real photos to explain and illustrate each place she visits.
3. Help students make a list of places in Colorado they'd like to visit. (These could be the same places Margaret visited but they don't have to be.)
4. Introduce the "My Magnificent Colorado Adventure" project. Using the Colorado Historic Newspaper Collection, students will research a chosen Colorado place they'd like to learn more about. They will do a keyword search to locate articles, pictures, and other interesting facts about the location. When they have collected several artifacts, they will make a scrapbook page much like one of Margaret's to display their findings.

Day 2

1. From the list of places generated, ask students to choose one place to research. Students could work independently or in partners, depending on the number of Colorado places and computers available.
2. Give students the handout entitled "My Magnificent Colorado Adventure: Making a Scrapbook of my Virtual Visit." Talk about the expectations for this assignment.
3. Give students the handout entitled "My Magnificent Colorado Adventure: How to search Colorado's Historic Newspaper Collection." Using a multimedia projector, demonstrate how to use the CHNC. Then allow students to work independently or in partners to complete their own searches. (We use a computer lab that has 20 computers. You might have to rotate through small stations if you don't have a lab available.)

Day 3

Allow students time to locate pictures and articles relating to their Colorado places. Ask them to print items as they locate them. Remind them to write down the source information on the "Sources" page.

Day 4

Using the information they've collected, allow students time to create and

decorate their scrapbook pages.

Day 5

Finish scrapbook pages, share as a group, and bind the *My Magnificent Adventure* book to display in the library.

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My Magnificent Colorado Adventure: Assessment Rubric

Activities Checklist

Check all of the activities that the student successfully completed.

- _____ 1. Participated in reading and discussing *Margaret’s Magnificent Colorado Adventure*
- _____ 2. Accessed Colorado’s Historic Newspaper Collection
- _____ 3. Followed the guidelines for using the CHNC “Search All” feature
- _____ 4. Selected and printed resources from CHNC for the Vacation Scrapbook
- _____ 5. Created a Colorado Virtual Vacation Scrapbook
- _____ 6. Shared the Virtual Vacation Scrapbook with the rest of the class

Colorado Virtual Vacation Scrapbook

Rate the quality of work based on a scale of 1 – 3 (3 being highest)

1

2

3

The scrapbook includes pictures of your Colorado place			
The scrapbook includes interesting facts that relate to your Colorado place			
The scrapbook includes a short summary or narrative of what you’ve learned and/or read			
The scrapbook includes a list of sources you’ve used			
The scrapbook is neat, colorful, and interesting			

Information Literacy Standards

Rate the student's progress in using the Information Literacy Standards. The highlighted standards are those most assessable for this assignment.

Evaluation Code:

1—The child needs more time, practice, and support to begin working at grade level for this skill.

2—The child is developing in the grade level expectations for this skill.

3—The child consistently demonstrates proficiency of grade level performance expectations for this skill.

4—The child consistently demonstrates above grade level performance expectations for this skill.

NE—Not evaluated on this assignment

Information Literacy Standards	Assessment Guidelines	Evaluation Code	Comments
Standard 1: The information literate student accesses information efficiently and effectively.	States overview of a topic. Connects ideas and other issues to a main topic. States more than one side to an issue. Indicates when information is complete or incomplete; accurate or inaccurate. Develops essential questions that go beyond facts and are thoughtful. Locates information using a variety of formats. Identifies and uses primary and secondary sources. Locates relevant information to answer research questions.		
Standard 2: The information literate student evaluates information critically and competently.	Identifies fact-based information. Demonstrates that differing resources may have conflicting facts. Identifies accurate information by comparing and contrasting topic-related resources. Uses facts and opinions appropriately. Uses identification of point-of-view to assess validity of information. Identifies inaccurate or misleading information.		
Standard 3: The information literate student uses information accurately and creatively.	Organizes information appropriately. Demonstrates understanding of essential ideas by using them effectively. Integrates new information, draws conclusions, and connects with prior knowledge. Develops strategies to solve information problems effectively. Selects the best format to communicate the information.		

<p>Standard 4: The information literate student is an independent learner who pursues information related to personal interests.</p>	<p>Uses information literacy strategies for real-life situations. Applies information problem-solving skills to personal life.</p>		
<p>Standard 5: The information literate student is an independent learner who appreciates literature and other creative expressions of information.</p>	<p>Uses a variety of resources and formats for information and personal enjoyment. Reads many things. Reads regularly for pleasure. Extrapolates ideas from creative sources and applies to personal experiences.</p>		
<p>Standard 6: The information literate student is an independent learner who strives for excellence in information seeking and knowledge generation.</p>	<p>Reflects on and revises work based on feedback. Sets personal criteria and checks quality of work. States personal standards of excellence.</p>		
<p>Standard 7: The information literate student contributes positively to the learning community and to society and recognizes the importance of information to a democratic society.</p>	<p>Examines diverse opinions and points-of-view (i.e., culture, background, historical context, etc.) to develop and modify his own point-of-view. Shares materials. Returns materials on time and in useable condition.</p>		
<p>Standard 8: The information literate student contributes positively to the learning community and to society and practices ethical behavior in regard to information and information technology.</p>	<p>Shows respect for and solicits others' ideas. Exercises personal rights and responsibilities for freedom of expression. Draws conclusions and states them in his own words. Cites information sources appropriately. Demonstrates responsible use of information technology.</p>		
<p>Standard 9: The information literate student contributes positively to the learning community and to society and participates effectively in groups to pursue and generate information.</p>	<p>Contributes to the success of the group. Shows respect for others' points-of-view and ideas. Solves information problems in collaboration with others. Reflects on and evaluates his own and the group's work to improve content, delivery, and work habits.</p>		



Name _____
My Topic _____

My Magnificent Colorado Adventure:

How to search Colorado's Historic Newspaper Collection

1. Open the website using Internet Explorer at www.coloradohistoricnewspapers.org.
2. From the tabs across the top, choose the one that says "Search All."
3. Type in the keywords of your search. (These keywords might include a city name, a county name, a famous person, a famous landmark, etc.)

My keywords are _____, _____,
_____, _____

4. Select the appropriate boxes for your search.
 - "Search all publications in the collection"
 - "Entire collection"
 - "All" for both pictures and news articles
5. Click "GO" at the top. Wait patiently for the database to search.
6. The search results will automatically appear when the database has completed the search. The newspaper and date is listed to the left. The image of the newspaper or picture is on the right.
 - Click on the newspaper icon to view the paper more closely.
 - Click on the little two-sided newspaper button (third over) below the title to view the entire newspaper page.
7. If the results are not what you wanted, search again using different keywords or by putting two or more keywords in quotation marks. (Return to "Search All" from the top tabs.)
8. When you have found an article and/or picture you like, click on it. Then go to "Picture" and "Print."
9. Be sure to write down the newspaper source information on the sources page before exiting.

**My Magnificent Colorado Adventure:
Sources**

Title or headline of article	
Date of newspaper	
Title of Newspaper	
Location of newspaper	
Name of author (if available)	

Title or headline of article	
Date of newspaper	
Title of Newspaper	
Location of newspaper	
Name of author (if available)	

Title or headline of article	
Date of newspaper	
Title of Newspaper	
Location of newspaper	
Name of author (if available)	



Name _____

My Magnificent Colorado Adventure: Making a Scrapbook of my Virtual Visit

You will take a virtual vacation of Colorado, meaning you will visit famous Colorado places via the internet rather than by car. Your visit will be historic, meaning the information and pictures that you find will date back to the 1800s and early 1900s instead of modern times.

Each of you will visit a different Colorado place, locate interesting information and pictures, and then create a scrapbook page that displays the artifacts of your visit. You will share your scrapbook pages when finished, and then we will bind them to create our own book of *Magnificent Colorado Adventures*.

Your scrapbook should include:

1. Pictures of your Colorado place
2. Interesting facts that relate to your Colorado place
3. A short summary or narrative of what you've learned and/or read
4. A list of sources you've used

Your scrapbook might also include:

1. Pictures of other interesting things that relate to your place and/or time
2. Other interesting facts that relate to your place and/or time
3. Hand-drawn illustrations that relate to your place and/or time
4. Pictures and/or information from other websites

In addition to the . . .

Colorado's Historic Newspaper Collection
www.coloradohistoricnewspapers.org

you might also use the . . .

Colorado Virtual Library
www.coloradovirtuallibrary.org

Collaborative Digitization Program
www.cdpheritage.org

American Memory
<http://memory.loc.gov>

Remember to:

1. Make your scrapbook interesting!
2. Print, cut, and glue neatly
3. Use colors, shapes, and designs to frame your information and pictures
4. Use lots of facts and some fiction to tell about your virtual visit